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recently, Dr. Tigert declared that his observations on a recent trip throughout the country showed the need for a general public awakening, which may be achieved only through the instructive character of newspapers and magazines. He paid tribute to the press as one of the most useful instruments of the human race in the acquisition and dissemination of knowledge.

The commissioner stated that the enlightened press of today is a necessary force in moulding minds and manners of young citizens because publications are an invaluable asset to education in building up respect and reverence for law and government.

Dr. Tigert has been advised that his appeal to the press of the country for its support cannot achieve its full response until there has been a reduction in postal charges on second class matter originally imposed as a war revenue measure. The publishers insist that their activities in promoting education are handicapped by these discriminatory taxes on reading matter.

Describing the helpfulness of newspapers and magazines, the Federal Commissioner of Education said:

"There is no single factor that can do so much for the promotion of public education in the United States as can the press of the country. I have just returned from an extensive trip through several of the Far Western states and I have been telling the people of those states that what is most needed today is not larger salaries for teachers, or more consolidated schools, or longer school terms in the rural districts, or better school buildings and equipment, but an enlightened public consciousness of our educational system.

"There is evident in some places a reactionary tendency regarding our schools and the only way in which this can be successfully fought is through a general public awakening and understanding as to what our public schools really mean to our American democracy. The press can render inestimable service to the cause of public education if it will take an active interest in educational matters.

"There can be no 'liver' topic for newspaper or magazine than that which affects the future life of the 27 million boys and girls in America. When it is remembered that last year far more was spent on cigars and cigarettes than on public education, and nearly as much on paints and powders, it is evident that the public schools of this country are not quite so expensive a luxury as some of its critics would like to make out. Surely, the welfare of our children is not dear at this price.

"With the aid of the limelight of the press it will be much easier to overcome the difficulties that still exist

in many parts of this country in the way of giving to every American boy and girls such opportunities for that kind of degree of education that will best fit him or her for a life of greatest usefulness in our great democracy."

### SOME TYPES OF TEACHERS

THE teaching profession has three kinds of teachers. They can be seen almost anywhere.

The first kind is composed of those who are teaching "for revenue only." They look upon the school room as a place for winning sufficient money to start them in some other line of business, which they expect to make their life work. They may be fresh graduates from school, who have the law, medicine, the ministry or some similar occupation in view, but are in need of some ready cash for prosecuting it. So they get a certificate and some rural school, which is apt to feel proud to get such teachers. But they stay only long enough to accomplish their end, and then bid good-bye to the school room. Now, it is not at all likely that such teachers can do much good to any one but themselves. Their object is not the good of the school, nor to honor the profession, but only to compass their own personal selfish ends. They are too much like hirelings, and are almost certain to subordinate what should be supreme to their own personal purposes. It is needless to say that the less of such teachers the better.

The second kind has a higher motive. They love the work, and put energy and enthusiasm into it. They follow it because it is in line with their own inclinations and tastes. Such a condition is favorable for the school. As every one does better when doing what suits his tastes than when otherwise, it follows that the school will fare well when taught by one who loves his work. But even such a commendable state of affairs may fall short of the best, if there is no other motive than love for the work. That does not go far enough. Such a teacher may please his patrons and his scholars may make commendable progress in their studies, while failing in the true purpose of an education—the full development of individual character.

The third kind of teacher is he who, while having a genuine love for his work, recognizes his position as an opportunity to serve the coming generations. He has as his work something more than imparting instruction and pleasing his patrons. He touches his pupils morally as well as intellectually. He has many opportunities for making impressions that will go far in fashioning the future of those whom he instructs. His own life becomes some part of theirs. By set-

ting before his pupils high ideas of character by pointing them ever upward, by making them to feel the dignity and grandeur of life, whose largest achievement is not in accumulation but in service, he does his truest work as an instructor. The reward of such teachers is not to be measured by the size of their salaries, nor by their popularity in the community. It comes only in the successful issue in the lives of those thus influenced, and (best of all), in the sweet consciousness of a well-filled life.—*American Journal of Education*.

### BOOK NOTES AND REVIEWS

NEW SCHOOLS FOR OLD. By Evelyn Dewey. E. P. Dutton Company, N. Y. 1919. Pages XI + 337. Price, \$2.00.

This is an account, by the daughter of Professor John Dewey of Columbia, of the regeneration of a small isolated rural school which, through the devotion, energy, and resourcefulness of the teacher, Mrs. Harvey, of Porter School, Kirksville, Missouri, became the center of community life and endeavor. It is an inspiring revelation of what real teaching can do in any community, and of the possibilities inherent in the American school today. Every teacher and administrator of the rural school will find this book both an inspiration and practical service.—E. W. K.

RURAL PROBLEMS IN THE UNITED STATES. By James E. Boyle. A. C. McClurg & Co., Chicago, 1921. Pp. 142. \$1.00.

This is an interesting and suggestive little book, written by a man of wide and rich experience in dealing with a great variety of rural problems and interests. The point of view is that the rural problem is the foremost of all American problems today and calls for wide and deep study if it is to be solved safely and promptly. It is vastly important for America to have an efficient, happy, and contented rural population. The book holds also to the view that a community can know itself, through leadership of the right kind. There are chapters on rural conditions and rural needs, on each of the six principal rural institutions, the home, the school, the church, the store, the bank, the newspaper, and farm and home bureaus, and also on the Soul of the Rural Community. The book should be read by all who work in rural communities.—E. W. K.

THE RURAL MIND AND SOCIAL WELFARE. By Ernest R. Groves of Boston University with a foreword by Kenyon L. Butterfield. The University of Chicago Press, 1922. Pp. XIV + 205. Price \$1.50.

Here is a new kind of book on the rural problems of the United States, a careful and scientific analysis of

the rural social mind and its significance in our national life. Attention is here called to the social risk attendant on the crowd—suggestibility which is made possible by the constantly increasing drift to the city. Rural people, says the author in the preface, have a greater social function than merely to grow food for city dwellers; they contribute to modern society attitudes of mind of great value. Rural welfare is a matter of national concern, and as our civilization grows more urban it becomes more and more necessary to understand and appreciate the social value of rural experience.

Professor Groves has made a real contribution here to the solution of a perplexing problem and he has done it in a scholarly and practical fashion. It is a book for rural leaders everywhere.—E. W. K.

JEAN MITCHELL'S SCHOOL. By Angelina W. Wray. Public School Publishing Co., Bloomington, Ill. Pp. 244 and appendix.

This book, which appeared first some twenty-odd years ago, has had a wide circulation and is still being widely read not only by rural school teachers and workers but by others as well. It was prepared in "the hope that it may bring to some other teacher a message of cheer and inspiration," and this hope of the author has been fully realized.

It is a book on practical rural pedagogy, really an ideal story of the rural school in its working order from month to month throughout a school year. The author has assumed that there is dramatic movement in the true work of the teacher, a natural and unstudied movement. And here is the story of a "hard school" being brought into kindly cooperation by this kind of a teacher. It is an intensely interesting story and should be read by all young and inexperienced teachers. Others, older and experienced, will find the book delightful and interesting.—E. W. K.

PRINCIPLES OF SOCIOLOGY WITH EDUCATIONAL APPLICATION. By Frederick R. Clow, Ph.D., New York. The Macmillan Co. Price 1.80.

This book carries on its back the title: Principles of Educational Sociology. This title is misleading. By no stretch of the imagination can this book be classed as educational sociology. The full title as it appears on the title page, and as given above is more accurate. Educational sociology is a new science with no definite boundaries as yet. All work thus far has been only pioneering. This book makes no effort at delimitation. At the present time when a knowledge of sociology is coming to be regarded as quite as important as psy-